

SA BURKE A
316 S.

This is the written testimony
from the
April 3, 2001 meeting of the
Joint Committee on Finance in
La Crosse, WI.

**Support for Inclusion of All Recommendations of the Legislative
Council on Dental Access in the State Budget Bill**

**Timothy B. Durtsche DDS
La Crosse, WI**

**Joint Committee on Finance Hearing
April 3, 2001**

Good morning, my name is Dr. Tim Durtsche. I am a practicing oral and maxillofacial surgeon in La Crosse, a member of the WDA, and current president of the Wisconsin Society of Oral and Maxillofacial Surgeons.

I address you today because of the current problems in access to dental care, especially in the Medicaid/BadgerCare population of Wisconsin.

A recent study commissioned by the WDA to look at the dental workforce supply and demand for care has been completed. The results of this study show that in another ten years, Wisconsin will have a short fall of between 200 and 400 dentists coupled with a greater demand for dental care. Currently there are more dentists retiring in the state of Wisconsin than there are newly licensed dentists. In addition, we have an aging baby boomer generation that will demand more care than their predecessors. This last year, the legislature commissioned a legislative council study committee to address the issue of access to dental care. The recommendations of that committee have been presented in both a fiscal and non-fiscal bill to the legislature. The provisions in both are very important for securing the "dental infrastructure" needed so that the citizens of Wisconsin can obtain the oral healthcare that they require both now and in the future.

The US Surgeon General published a report last year on "Oral Health in The United States." One provision is that "oral health is a key to overall health." The state of Wisconsin needs to realize this and provide proper funding to achieve this goal. To date we are failing to do so. This issue needs to be addressed sooner rather than later.

With regard to the fiscal issues of the proposed legislation, I will try to highlight the key fiscal provisions of the Legislative Council Study.

Increasing Medicaid reimbursement rates for dental procedures to the 75th percentile of the most recent ADA fee survey for the region of the country. As dentists become busier in their offices, the dental shortage will be realized – first and foremost – by those who are covered under the state's low reimbursement program; increasing the rates of the state's programs will help provide dental access to more people who are covered by the state's Medicaid/BadgerCare programs. [With regard to reimbursement, I just ran the numbers for our office and over the last twelve months our Medicaid reimbursements was 51% of our billed charges. There are many dental offices in our area that will no longer accept these patients in part due to the low reimbursement and I can't blame for this.]

- Increasing the capitated number of Wisconsin resident students that can attend Marquette University School of Dentistry from the current number of 25 per class to 40 per class [the average class size being about 75].

Data clearly indicates that Wisconsin residents stay in Wisconsin to practice dentistry after graduating from Marquette at a rate of about 75% whereas the non-resident students stay in Wisconsin after graduation at a rate of only about 7%.

- Authorizes \$1.6 million each year to help support community dental clinics that serve the poorest of our citizens. These clinics need state funds to help supplement the very real costs of caring for those who are either on the state's underfunded Medicaid/BadgerCare programs or who are completely without insurance and have no resources to pay for care out of pocket
- Provide funding for grants to communities, which choose to set up community water fluoridation.
- Provides state funds for employment at DHFS of a dental health professional in each of the five regions of the state.

On a similar issue but not in this specific legislation I would like to address the Health Science Consortium. The greater La Crosse area has a uniquely recognized collaborative effort in creating this building. It functions across many boundaries and provides for the greater good in the community. As part of the collaborative effort, the La Crosse Dental Society along with the Dental Hygiene Association and many others has created the Three Rivers Community Dental Clinic. This is located in the same space as the Dental Hygiene Instruction occurs. This clinic recently opened and I volunteered there last night seeing underserved people from the community. We are working to provide care for these people. I understand that funding for this building has been decreased in the proposed budget. I would ask that you please consider reinstating the funding. This is a project that works.

There is no doubt in my mind that the policies and fiscal decisions made by this committee can greatly impact the delivery and availability of dental care in Wisconsin's future. I encourage you to support all of the proposals put forth by the Legislative Study Committee of Dental Access so that more citizens in Wisconsin will have a better chance of accessing dental care in our state. Thank you for your attention and I will be happy to answer any questions you may have at this time.

LIVABLE NEIGHBORHOODS

P.O. Box 2641
La Crosse, WI 54602-2641



News Release

For Immediate Release

April 3, 2001

Livable Neighborhoods
Alan Schulz, President (608.782-8416)
PO Box 2641
La Crosse, WI 54601

La Crosse funding needs include: the Health Science Center, the SAGE program, special needs learning programs and alternative transit programs. Livable Neighborhoods supports funding for quality of life improvements. We acknowledge the need for the state budget process to choose the best options from many choices.

In 1998, about 12,000 proactive taxpaying voters in La Crosse chose positive alternatives to a wasteful, worst option road through our city called 5B1. The 5B1 road would take 25 acres of wetlands, 56 homes and business and harm city neighborhoods. It would put senior citizens, school kids and pedestrians at risk. It would cost \$80 million tax dollars and would actually provide less choice to commuters than transit would.

Livable Neighborhoods sponsored the referendum that, we thought, defeated that road project. However, the DOT says that unless the 5B1 is de-enumerated from state highway projects it will proceed with planning in 2006 and building in 2008 against our wishes.

We want state legislators to remove this road plan, 5B1, from DOT lists now. We want the \$72 million of state money to be used for other transit options and improvements in the La Crosse area, and barring that option, to be deleted from future funding entirely.

This symbolic check for \$72 million dollars and one dollar in cash is a transfer from a worst option road to positive progressive transit options. The dollar in cash is the first dollar toward better budget choices. Let's plan ahead to use the other \$72 million dollars more wisely.

APRIL 3, 2001

PREPARED REMARKS BY DAVID W. RING FOR WISCONSIN
LEGISLATURE'S JOINT FINANCE COMMITTEE'S PUBLIC HEARING AT THE
CLEARY ALUMNI CENTER, UNIVERSITY OF WISCONSIN – LA CROSSE,
FULL FUNDING IN THE 2001-2003 STATE BUDGET FOR HEALTH SCIENCE
CENTER (HSC) – UNIVERSITY OF WISCONSIN – LA CROSSE

Co-Chairmen Gard and Burke, Representatives Huebsch and Shilling, Senator Meyer and fellow distinguished members of the Joint Finance Committee, my name is David W. Ring, and I am pleased to have the opportunity to speak before you today about the importance of the University of Wisconsin System and the impact and critical role each one of the 26 universities have in the communities they are located. As someone who received his undergraduate and graduate degrees in business from the University of Wisconsin – La Crosse and works for Reinhart Companies, a diversified holding company based in La Crosse, I would like to talk broadly about the UW System and more specifically about the Health Science Center in Western Wisconsin and the partnership and collaborative efforts that have developed in this region of the state.

UW SYSTEM

With respect to the UW System, we must recognize the fact that the by-products of these highly regarded educational institutions are skilled workers, who are the critical ingredient in the State of Wisconsin's long-term strategic plan and success formula. Or as Dr. David J. Ward, president of NorthStar Economics, points out in his study on "The New Wisconsin Economy," "The new economic equation in a knowledge-based economy is brain power = earning power. And in turn he further states, "Earning power is directly related to educational attainment."

While these relationships are not new, they are valid and must be acknowledged by the Wisconsin State Legislature in the form of funding for public-private partnerships and innovative programs that would spur economic development in all regions of the state and address Wisconsin's long-term economic challenges, which are identified by Dr. Ward as the following: (1.) Brain Drain. Confirmed by the fact that Wisconsin ranks 50th in "In Migration," which means we are not getting people with four-year degrees into the state. (2.) Wisconsin's Below Average Per Capita Income.

Indeed, Wisconsin's average per capita income of \$25,079 is equivalent to 95% of the U.S. average per capita income (\$26,412) as of 1998. This translates into an annual loss of billions of dollars in purchasing power.

And (3.) Wisconsin's Shrinking Skilled Labor Force. This problem is confirmed by the projection that Wisconsin will have a shortfall of 100,000 skilled workers by 2010. That is a short nine years away!

In order to address the state's income disparity and skilled worker shortage, Dr. Ward notes that future income growth "must come by growing incomes through 'brain gain' jobs." This will require capital investments by and partnerships between the state, private sector and UW System so those high-tech jobs are supplied within the state, rather than outside it, by a highly skilled workforce.

In summary, the state must make tuition affordable to students so that opportunity is met with accessibility. It must help encourage and develop high wage job opportunities in high tech areas through collaboration with the private sector and the UW System, and it must work aggressively to adopt "brain gain" strategies that would help raise the state's per capita income to the national average and beyond.

UW – LA CROSSE & THE HEALTH SCIENCE CENTER

I would now like to turn your attention to the Health Science Center (HSC), which you may know is a collaborative effort undertaken by the State of Wisconsin, UW- La Crosse, Western Wisconsin Technical College, Viterbo University, Gundersen-Lutheran Medical Center and Franciscan Skemp Medical Center to transform students into educated and highly skilled health care professionals trained in specialized areas such as occupational therapy, physical therapy, nuclear medical technology and physician's assistant.

The Health Science Center is a perfect example of an innovative approach and "brain gain" strategy that will expand human capital, provide high wage opportunities, help reduce Wisconsin's per capita income disparity, and increase the critical supply of skilled medical workers necessary to help meet the demand in the state for individuals with those specific skill sets. In simple terms, the Health Science Center is an asset that is creating value, not expense, for the regional economy and the state as a whole!

Therefore, it is critical that the value of this asset be enhanced rather than depreciated. Indeed, the education provided to students from the Health Science Center must be viewed as an investment in the state's future that adds long-term value far in excess of its cost. In other words, the earning power of graduates educated in the HSC would significantly exceed their

training costs, which from a cost-benefit perspective justifies the continuation of the full funding of the GPR and maintenance and operational costs for the HSC in the 2001-2003 budget. Indeed, it is worth noting again that this is not a request for new funds, only a continuation of funding currently in the 1999-2001 budget.

Simply put, the state's funding share for the HSC will help provide the human capital and knowledge base that employers are demanding as well as a healthy return and cost-effective investment expected by taxpayers, who will be the end-users of the services and skills provided by the HSC. To discontinue funding the \$678,900 maintenance and operational costs of the Health Science Center each year for the next two fiscal years is analogous to a bank financing only half of a construction loan for a new home. While the footings and foundation receive financing and serve as the building blocks for the next growth or construction stage, it cannot advance to a higher level because of NSF – non-sufficient funds! In the end, the house itself is of no use to the homeowner or the bank. In short, it is an under-funded asset that could not realize its long-term potential or value.

In conclusion, the long-term economic impact of the Health Science Center, like the "Milwaukee Idea," "Madison Initiative" and other similar programs and projects, will be sizeable and help provide a boost to the regional economy and the state as a whole. These are truly the types of projects that require full funding from the state. The dividends distributed from the investment in the Health Science Center will be in the form of specialized and skilled training in a variety of healthcare fields (i.e. brain power), opportunities for higher earning power and distance learning in the region and the state, and long-term economic benefits that would collectively help resolve our economic challenges (brain drain, per capita income disparity and skilled worker shortage) while also creating a sustainable competitive advantage for the state.

As a graduate and strong supporter of UW – La Crosse and this region, I respectfully ask for your support for full funding of the maintenance and operational costs and GPR of the Health Science Center. In turn, I am confident that the Joint Finance Committee and the Wisconsin State Legislature will look back on the funding of this innovative and collaborative approach as a defining moment in the state's transformation to a knowledge-based economy that places a premium and priority on education, which is forever viewed as an investment, not an expense.

Thank you for your time and consideration of my views.

Western Wisconsin Technical College

New Cost Items and State Reductions/Implications on the 2001-02 WWTC Budget

2001-2002

Western Wisconsin Technical College Projected Budget Deficit **\$1,685,000**

- With 0% increase in general state aid, WWTC's anticipated budget deficit.

.....

The college is facing several budget issues for the 2001-03 biennium. Western Wisconsin Technical College is projecting a \$1.685 million deficit for 2001-02, the first year of the biennium. The following identified "Major State Reductions/Implications" along with those listed as "Other New Costs" are either lost revenues or cost increases beyond the norm, and are primary factors influencing the projected \$1.685 million deficit for 2001-02.

Major State Reductions/Implications

0% Increase in General State Aids **\$ 389,500**

- The difference between the Wisconsin Technical College System's request for a 4.1% increase in state funding for General Aids and the Governor's proposed budget.

Capacity Building Grant Program **\$ 195,600**

- WWTC was awarded a grant of \$489,000 in 2000-01. After initial funding of 100% of allowable costs in 2000-01, continuation grants would be funded at 60% in 2001-02 and 40% in 2002-03. In order to continue with this grant, Western would need to provide \$195,600 in matching funds for 2001-02, and \$293,400 for 2002-03.

Division of Vocational Rehabilitation (DVR) **\$ 128,142**

- The potential for reduction/phase out of third party contracts with DVR beginning in 2001-02 appears likely. Elimination of third party contracts would result in estimated lost revenue of approximately \$128,142 in each of the years of the 2001-03 biennium.

Agricultural Use Value Assessment **\$ 244,462**

- The decision to accelerate implementation of farmland use value assessment has affected the property bases of local units of government (including WTCS districts). Between 1999 and 2000, the equalized valuation of agricultural property declined by 33% and much of the decline was attributable to the full implementation of use value assessment.

An analysis prepared in February of 2000, based on actual 1999 equalized values, is still the most current information available from the Legislative Fiscal Bureau. Using the LFB's analysis, the annual impact for Western would be an estimated \$244,462.

Other New Costs

Health Insurance **\$ 900,000**

- Estimated increases in employee health insurance costs far exceed the rate of inflation. Western's cost for 2001-02 is projected to increase by 26% (\$900,000). The increase for 2002-03 is projected to be \$1.1 million.

Energy **\$ 121,000**

- Estimated energy costs for 2001-02 are projected to increase by 23% (\$121,000). The increase for 2002-03 is projected to be \$121,000.

WORKFORCE CONNECTIONS, INC.

AS OF: March 22, 2001
 WWTC Enrollment Data for:

*Former Stroh, Altec & La Crosse Footwear Employees/Enrolled with Workforce Connections-WIA
 May be co-enrolled in Trade Adjustment Assistance (TAA)*

	# Dislocated Workers Served (Enrolled in dislocated worker program through Workforce Connections, Inc.)	# Enrolled at WWTC	# Enrolled in Associate Degree Program	# Enrolled in Technical Diploma Program	# Enrolled in Non-Credit Class(es), Certificate Program, or Other Credit Class(es)
<i>Stroh former employees</i>	448	239	89	31	135
<i>Altec former employees</i>	67	31	22	1	8
<i>La Crosse Footwear former employees</i>	59	33	23	0	10

WESTERN WISCONSIN TECHNICAL COLLEGE BUDGET REDUCTIONS AND REALLOCATIONS

For the past ten years WWTC has initiated annual 2% budget reductions and reallocations. Each division and unit identifies areas where reductions can be made to budgets, and new initiative requests as well. For the last several years the college has been operating with reduced funding. Evaluation of priorities and program effectiveness, resulting in budget reductions and reallocations, has been a major source for funding new initiatives and new growth even in this time of reduced funding. The college continues to offer professional development opportunities as needs arise for new staff positions for which funds are not available. Professional development opportunities allow staff members to try out a new position without risk of losing their current positions, and these opportunities also allow for personal/professional growth for the staff member. Over the last ten years, more than *\$4.2 million has been reallocated* into new or modified initiatives:

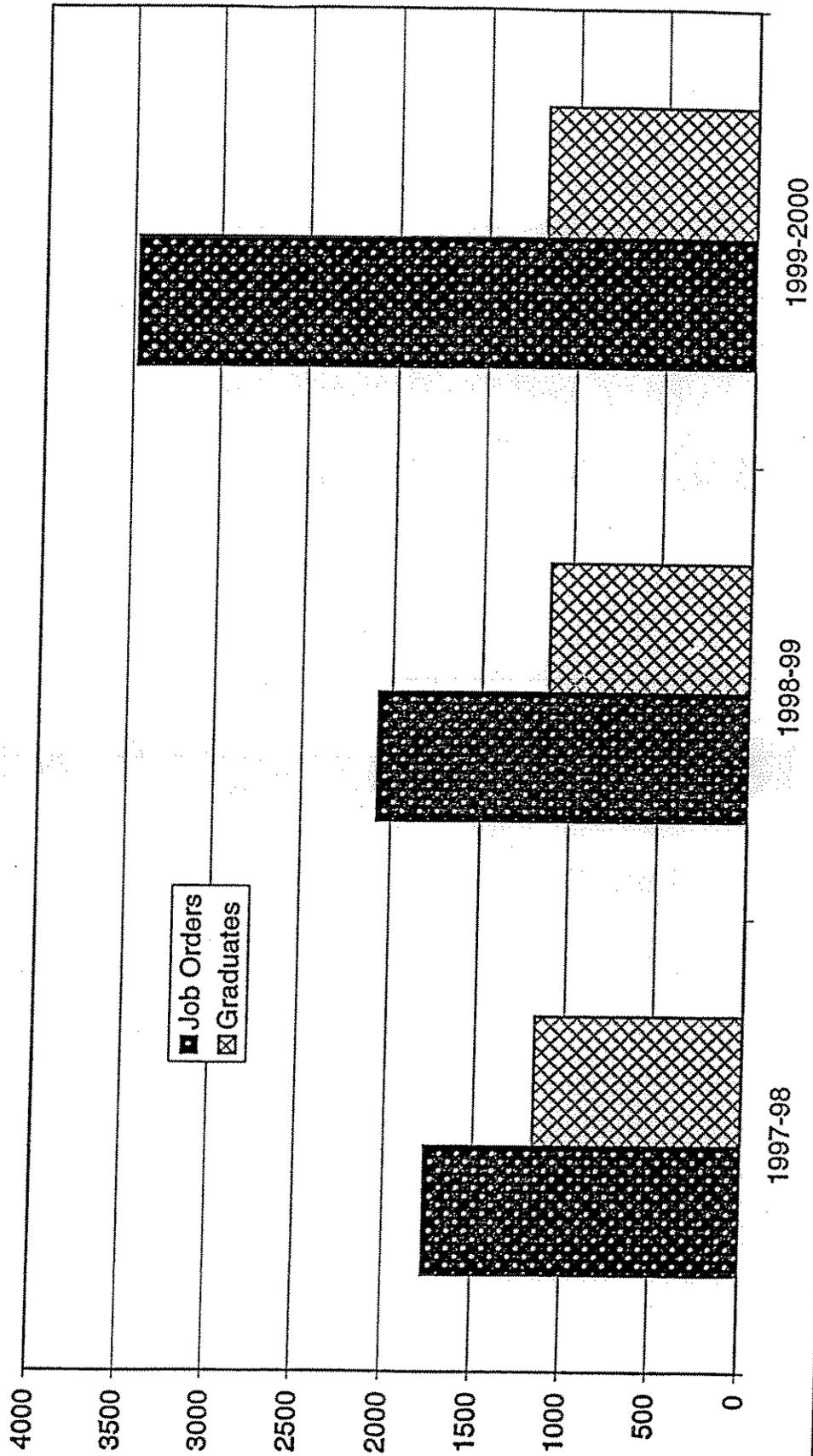
<u>YEAR</u>	<u>2% REALLOCATIONS</u>
2000-01	\$ 648,447
1999-00	584,000
1998-99	930,545
1997-98	274,581
1996-97	234,342
1995-96	392,102
1994-95	419,764
1993-94	374,843
1992-93	173,203
1991-92	<u>192,686</u>
Total	\$4,224,513

Examples of some of the program areas and initiatives that have been impacted by the reallocation of funds include:

- CIS Microcomputer Specialist
- Welding
- Apprenticeship
- Campus Security
- Staff Development
- Extended/Distance Education
- Occupational Therapy Assistant
- Nursing
- Commercial Art
- Evening College
- Dental Hygiene
- Diesel & Heavy Equipment
- Automotive Servicing
- Surgical Technician
- Police Science
- Parent Child Center
- Child Care Services and Instruction
- Improved Parking
- Mechanical Design
- Student Success Initiative
- Physical Therapy Assistant
- Graphics
- Wisconsin Leadership Development Institute (WLDI)
- Health Science Center

(over)

Comparison of WWTC Graduates to Job Orders 1997-2000



Of the 3475 positions processed for 1999-2000, 55% were in-district, 31% were out-of-district and 14% out-of-state.

Joint Finance Committee Testimony
UW-La Crosse Cleary Center
April 3, 2001
Ron Lostetter, Assistant Chancellor
UW-La Crosse

Chair and members of the Joint Finance Committee.

My name is Ron Lostetter and I'm the Assistant Chancellor and Chief Financial Officer for the University of Wisconsin – La Crosse. Thank you for the opportunity to address you today on the UW-L Campus.

I am speaking in favor of the UW System Economic Stimulus Package and more specifically to the request to restore the entire funding to the UW-La Crosse Operations and Maintenance funds for the Health Science Center. The university did receive \$ 678,900 in the current fiscal year to support these expenses. What is requested here is to continue this annual funding. The Governors budget proposal would have only \$ 164,100 of this amount funded per year with the funding coming from student tuitions. We of course support the UW System request as part of the Economic Stimulus Package to have the GPR support of \$ 514,800 per year or \$ 1,029,600 in base funds for the 01-03 biennium added back for this crucial item.

Let me explain why we feel that this is such an important item in terms of the economic impact the Health Science Center can and with your support would continue to have on the region. At the Wisconsin Economic Summit that was held in Milwaukee this past November and early December, it was very clear that the development of the state's economy rested squarely within pretty defined regions. That is, the regions such as the West Central Wisconsin Region also known as the Coulee Region, were best suited to match future economic opportunities for the region with the various available resources such as regional, state, and federal funds, people of the region and existing regional businesses and educational entities. There are certainly more components to what will be the success of any region, but the point is, the regions will take advantage of what each has and not really be duplicates of each other around the state other than say in the fact that they are successful in their endeavors to improve regional economies. So as the regions succeed, so shall the state as a whole.

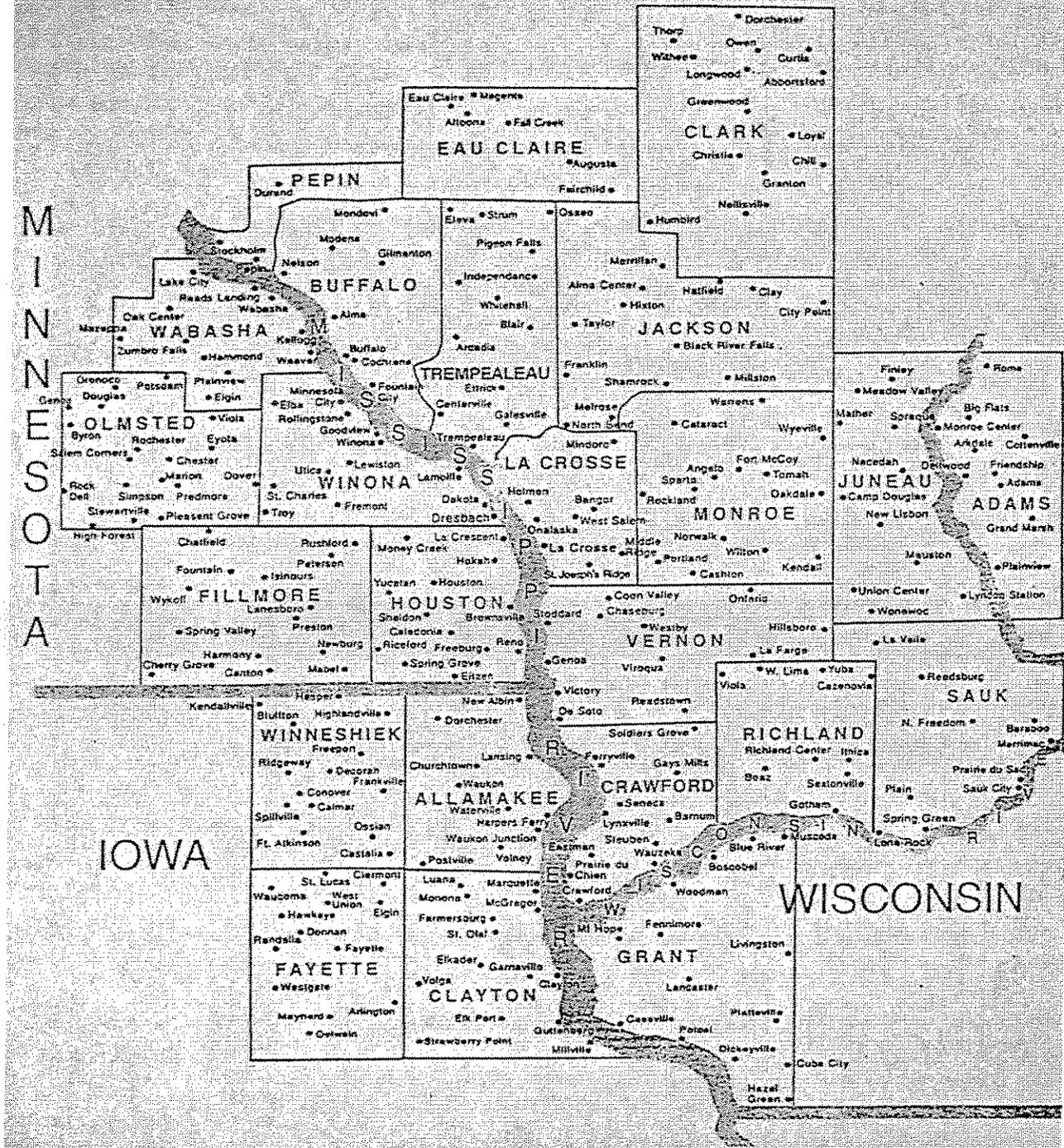
The major employer in our region is the health care industry. The leaders in this area are the Gundersen Lutheran and Franciscan Skemp HealthCare. Overall, over 10,000 people are employed in the Coulee Region in health care professions. Gundersen Lutheran and Franciscan Skemp HealthCare are partners in the La Crosse Medical Health Science Consortium along with UW – La Crosse, Western Wisconsin Technical College and Viterbo University. The Health Science Center houses Allied Health programs conducted by UW-La Crosse and WWTC. The graduates of these programs are absolutely crucial to the future of our regional health care providers. This chart shows the impact that the Consortium members have on this region in terms of where Consortium member health care facilities are located. The chart also includes those non-consortium health care providers that accept interns of programs taught in the Health Science Center. All or parts of 15 Wisconsin counties are included in this service area. There are scores and scores of cities, towns, and townships which include hundreds of thousands of residents.

It is quite clear that the Health Science Center programs have a huge regional impact. Your support of the continued full funding for the Operations and Maintenance budget for the Health Science Center will help insure that the regional health care providers have many of the crucial health care professionals they need to provide the region with vital health care services.

This is an investment in the regions economy; this is an investment in the State's economy. Overall, this is a win-win for all of us.

Thank you again for this opportunity to speak before you today. I would be happy to answer any questions you may have.

COUNTIES SERVED BY THE CONSORTIUM



La Crosse Medical Health Science Center Consortium:

University of Wisconsin-La Crosse, Viterbo University, Western Wisconsin Technical College, Franciscan Skemp Healthcare, Gundersen Lutheran

Western Wisconsin Technical College
WTCS 2001-03 Biennial Budget
March 30, 2001

➤ **WTCS Budget Provisions**

- **General State Aids**

The Wisconsin Technical College System's initial budget request of increases of 4.1% for General State Aids in each year of the biennium continues to be an extremely important priority for the WTCS. And in order to serve our districts and avoid major reductions in college services and staffing, this funding for the WTCS is essential.

- **Capacity Building Grant Program**

The original program was created as an ongoing program at \$5 million per year. We are seeking restoration of the \$5 million funding level for each year of the 2001-03 biennium. This is a critical funding priority along with the recommendation for general aid.

➤ **Additional Avenues of Support for Districts Including Limited Fiscal Capacity Districts (Southwest, Western, Milwaukee)**

The potential for reduction/phase-out of DVR third party contracts and the accelerated implementation of farmland use value assessment impacts all districts but even more so the three limited fiscal capacity districts. There is a need to come up with budget support to offset both of these reductions.

Joint Finance Hearing Testimony

April 3, 2001

My name is Cheryl Hanson. I am here to speak in support of funding for the Wisconsin Academy Staff Development Initiative (WASDI). First, I want to thank Senator Shibilski for introducing a motion to add WASDI to the state budget to provide funding for this outstanding teacher enhancement program.

I am the Director of the Washburn Academy, which is part of the statewide WASDI Academy Structure. Our Academy provides weeklong professional development opportunities for public and private school teachers, grades K-12, and operates at two sites in western Wisconsin – Onalaska and Holmen.

Just as employees in business need ongoing training to remain current and competitive, a **growing body of research shows that improving teacher knowledge and teaching skills is essential to raising student performance.** The WASDI Initiative has a demonstrated track record of success in this regard. It was named one of the nation's top ten staff development programs by the National Education Goals Panel! Exhaustive annual statewide evaluations by participants consistently show that teachers are **more academically prepared** to teach in their subject area and **more effective** as teachers as a result of their Academy experiences.

The Wisconsin Academy Staff Development Initiative consists of:

- A system of statewide academies, including Washburn Academy
- A "Lead Teacher Institute" which trains teachers to become academy presenters and to help their students and districts meet increasingly higher standards

WASDI has provided "Lead Teacher" training for 365 Wisconsin teachers – all four of Wisconsin's Presidential Award winners this year are WASDI Lead Teachers! The 7th group of Lead Teachers will begin their training this month. They come from throughout Wisconsin and will provide leadership and excellence in the communities you represent.

The academies have provided professional development opportunities for more than 12,000 teachers, affecting the lives of more than 1,000,000 Wisconsin children. The academies are noted for their excellent quality and their strong emphasis on mathematics, science, and technology education. They are also noted for their partnerships with business and industry in order to enhance the preparation of students for the world of work.

This program was modeled after the very successful Cray Academy in Chippewa Falls. WASDI received a six million dollar National Science Foundation grant to develop academies throughout the state. In order to maintain this successful initiative, it is necessary to seek state funding. Your support of the Shibilski motion to continue this outstanding program will be greatly appreciated.

FAMILY RESOURCES

Post Office Box 1897 • 122 North 7th Street • La Crosse, WI 54602-1897
Phone: (608) 784-8125 Fax: (608) 796-0098

Debra A. Suchla
Executive Director

April 3, 2001

Dear Honorable Joint Finance Committee Members;

My name is Deb Suchla and I am a resident of the city of La Crosse. I also have the privilege to serve as Executive Director of Family Resources which provides parent education and support programs as well as child care resource and referral services to families in the La Crosse area.

I'm sure that by now you have heard hours of testimony about education from kindergarten through college. But I don't know if you've heard much about education for our youngest citizens. I for one appreciate the tremendous financial commitment the state has made to education at all ages. Yet if we don't give adequate attention to education in the earliest years, funds spent later in a child's education will lose their impact and effectiveness. I am not asking you to take from one part of the education pie to move it to another. I am saying that to make our financial commitment to education meaningful, we need to make the pie bigger and place as much value on early childhood education as we do other education programs. Why? Children learn more from ages birth to five than during any other time in their lives. Dr. Bruce Perry's recent research on infant brain development explains how the brain cells of young children connect to other brain cells and therefore develop the child's brain. Dr. Perry has scientifically proven that in order for those young brains to develop properly we as adults have to interact with our youngest children by singing to them, reading to them, touching them and nurturing them. The brain research also shows us that without quality care from adults the brains of young children will not develop fully. Even with quality education later in life it is very difficult if not impossible to replace this marvelous window of learning opportunity for children. Instead of looking at this budget and wondering how we can afford to fix the problems of society, we need to look at ways to prevent the problems of the future. The infant brain development research shows us a critical way to prevent future problems by building smarter, stronger more resilient children today.

Did you know that for a person to provide child care in the state of Wisconsin, they need 15 to 40 hours of training? To cut a person's hair in this state you have to take more hours training than that. But to care for children at the most vulnerable and most impressionable time of their lives, it takes merely a few hours of training. I know many teachers are very upset about provisions in the budget to allow a person with work or military experience to teach. But why is it that to teach a five year old in Wisconsin you need 4 years of college and a teaching certificate and to teach a 4 ½ year old you only need 15 hours of training? I'm not suggesting that we reduce training for school age children. But teachers of young children need more than 15 hours of training to provide quality child care. That is why I am asking you to continue to support the TEACH Early Childhood Wisconsin program in the budget. TEACH is a way for child care providers to further their education and to stay in the child care field. This program was started

Family Resources
Your Partner In Parenting

Supported by the Children's Trust Fund, La Crosse Community Foundation, La Crosse County Department of Human Services, United Way of La Crosse Area, Inc. and the Wisconsin Department of Health and Family Services

in North Carolina and has measurable results that have made a difference in that state's child care workforce.

When you talk with business people around the state you probably hear a lot about the labor shortage. Without quality child care more people would have to stay home and care for their children. Because we have quality child care in our state, more workers are available to participate in the workforce and to grow our economy. Child care is not only an education program for our youngest children, but it is also a valuable work support program for our economy. Wisconsin made W-2 work because it wasn't afraid to invest in child care. But we are facing a child care worker shortage for many of the same reasons that nursing homes and home health care providers are facing worker shortages. The pay in child care is very low. In most communities child care workers are among the lowest paid workers. No wonder we have difficulty recruiting people with degrees to enter or stay in child care. A person with a four year degree in early childhood can make at least twice as much working 9 months a year for a school district than working a full year in a child care center.

The basis for the low pay in child care is that the industry is supported nearly entirely by parent payments. The state has been aggressive in assisting low income parents with their parent payments and I ask you to find the courage to continue to do so. But for the most part, the state doesn't provide other direct financial assistance to child care. In Wisconsin, a year of child care for an infant costs about 20% more than a year of college tuition in a state supported university. Families have years to save up for college, the student can work to help with the financial costs of college and parents are usually at their higher earning potential years. Compare that with most parents of infants have little time to save up for child care, the child obviously provides no financial support and the parents are at the entry level of their earning potential. It is easy to understand why child care providers have a difficult time raising fees when common sense math tells you that parents cannot afford higher rates. The industry in its compassion for young children has artificially kept its fees lower and therefore has crippled itself by limiting its earning capacity. Child care providers as family wage earners need to make a decent living or they simply cannot afford to stay in the field. And that is why we are now facing staffing shortages in child care. Programs such as TEACH Early Childhood Wisconsin and grants to child care providers through federal pass through funds make enough difference to keep people in the child care field. I urge you to keep these programs in the budget as they are now. If we don't provide incentives for people to enter and stay or in the child care field now, we will be facing more worker shortages in other fields because parents simply won't participate in the workforce due to lack of child care.

I know that parent child care subsidies are rising quickly. And you will be asked to find funds to address this need. You have several options. I ask that you do not put families on waiting lists or increase their co-payments. This will deter many families from using regulated child care which has at least a minimum level of health and safety standards for children. I also ask that you do not take away the ability for local communities to give grants to child care providers using federal pass through funds. While these funds might be a short term solution for parent subsidies, the loss of child care grants will cause even more child care providers to close their doors.

Family Resources *Your Partner In Parenting*

Supported by the Children's Trust Fund, La Crosse Community Foundation, La Crosse County Department of Human Services, United Way of La Crosse Area, Inc. and the Wisconsin Department of Health and Family Services

Early childhood is an enormously important time in a child's development and it makes all the difference in a child's success as a student and later in life as a citizen. As I said earlier we can prevent many problems for children and families by making the right investments now. And I ask that we not only make investments in child care, but in families too. If we want to head off social problems of the future, we have to invest in families. They are the cornerstone to our society and our communities. Strengthening and supporting families when children are very young gets the family off to a good start in an economical fashion. Parents want to do the right things for their children, but sometimes don't know how or sometimes they need just a little extra help. With parents working more and more hours and with extended family living further away or also at work, it is hard to find anyone available to help a young family. Family Resource Centers, the Children's Trust Fund and other family support programs are excellent ways to make modest investments in families early on and therefore avoid huge future public liabilities later when we work to remedy problems. By giving parents the education and support when they need it means that the family can function in a healthy way and we won't have to pay for costly intervention programs later such as foster care, law enforcement and court costs, education remediation, increased public health costs or even prison.

I once had a mentor who told me that in social programs if we had all the money in the world we would still say it wasn't enough. I think he was right. I know you have a tough job with this budget. I know that things are tight. But to make your work easier for future years please consider making the right investments now. As I look at this budget I believe it has a reasonable amount of funding dedicated to support child care and family prevention programs - other than perhaps the increased need for child care subsidies for low income families. Many advocacy groups have large voting constituencies to wield their political might. Young children do not have this type of political power. They can't hold political fund raisers, hire lobbyists or even vote. They rely on decision makers like you to protect them and to invest in their future. As you review and make decisions on this biennial budget I ask that you do the right thing for young children because it is the right thing to do.

Sincerely,



Debra A. Suchla

Family Resources
Your Partner In Parenting

Supported by the Children's Trust Fund, La Crosse Community Foundation, La Crosse County Department of Human Services, United Way of La Crosse Area, Inc. and the Wisconsin Department of Health and Family Services

Cheryl Hancock
207 Johnson Street
Holmen, WI 54636

Good morning Senate Chair Burke, Assembly Chair Gard and distinguished members of the Joint Finance Committee. I appreciate the opportunity to speak here today as I appear in multiple roles.

As a parent of two – I appreciate the public education my children are getting – one as a student in the UW-System and one attending a public high school.

I am also here today as a member of the UW-L staff. I am concerned that the governor's budget seems to imply that we should tax the students by raising their tuition. With all the recent discussion of a brain drain - universities need to be given the tools to respond to a changing economy and job market in order to reverse the trend. Providing additional support to the UW-System and to specific educational programs such as the Health Science Center in La Crosse may not be the popular thing to do – but it is the **right** thing to do. I ask that you include the support for the Health Science Center that is sorely missing from this budget.

And finally I am here as a locally elected official – as a member of the Holmen School Board. While I understand the events surrounding the imposition of the revenue limits – I want you to understand schools like Holmen actually saw reduced state support as a result – even with the promise of 2/3rd funding. Holmen has been a very fiscally conservative district in the past spending well below the state average per pupil costs.

With the increase in revenues allowed under the current system we cannot meet the salary increases we are statutorily required to give, that is a 3.8% increase plus lane movements which in our district accounts for another 1% - equaling a 4.8% increase. The \$225 per student increase allowed under the current system is a 2 ½ % increase. The only way to meet our budget where personnel costs account for 80% is to cut programs, staff or hold off on maintenance and custodial projects.

In Holmen our student to teacher ratio is currently 15 ½ to 1 – 109% of our conference and 104% of the state average – at the same time our teacher salaries are below both the state average and the conference average.

In Holmen our Ratio of Administrators per pupil is – 331 to 1. The state average is 254 to 1 and the conference average is 259 to 1. Yet our administrators are paid 75% of the state average and only 85% of the conference average.

I am proud to say that even under these circumstances our students have consistently performed at or above the state averages in standardized tests.

With the tight job market and the ability of our staff to look to neighboring districts for salary increases of almost \$2,000 and for administrators almost \$10,000 increases - I am concerned... ..right now our staff is our strength – and ethically we can not continue to ask

our staff to bear the burden of the current funding system. What can we do? Going to referendum for salary increases would be very costly, time consuming and I think you know have little chance of passing.

At the same time our maintenance and custodial department is delaying over 1/2 million dollars in necessary improvements and projects.

While not included in the budget, the Wisconsin Association of School Boards is asking that you provide revenue limit flexibility by allowing school boards to increase their local tax levies on a per-pupil basis above the state limits by not more than 2% of the statewide average cost per student. This will go a long way in helping us pay for the lane movement exemption and increased costs due to growth and would in fact respond to the plea for local control by local boards.

I thank you for your attention.

*Written Testimony for the
Joint Finance Committee Hearing
April 3, 2001
UW-La Crosse Cleary Center*

Thank you for the opportunity to present this testimony to the Joint Finance Committee. Similar testimony is also being forwarded to the Joint Committee on Information Policy and Technology, also meeting today.

My name is Carol Popelka, and I am the Director of a video distance education network coordinated through CESA #4. **I am requesting continued support of the Telecommunications Access Program, one of the programs administered by TEACH Wisconsin.**

The Western Wisconsin Linked Education And Resource Network, known as WWLEARN, is a full-motion video distance learning network whose video links and data lines are subsidized by TEACH Wisconsin through the Telecommunications Access Program.

WWLEARN members include 13 high schools from Alma to DeSoto to Hillsboro and Sparta. With UW-La Crosse, WWTC and CESA 4, our total membership is 16. Like many of the 40-some other video networks across the state, **WWLEARN's mission is to provide enhanced curriculum offerings in the schools, professional development opportunities for teachers and greater access to community education for all the areas served by the network.**

WWLEARN'S main job is to facilitate high school course sharing among its members. We have offered such courses as Russian History, Philosophy, French, Business Law and Music Theory, to name a few. But just this year alone, **we have also taken over 800 children and teachers on 49 live video field trips to such place as Zoo Atlanta, NASA's Johnson Space Center in Houston, the U.S. capitol in Washington, D.C., and the Indianapolis Children's Museum** during which the presenters and the participants see and hear each other at all times.

A PE class studying muscles learned about the effects of micro-gravity on the body and how astronauts exercise in space, 2nd graders learned about giant pandas and the effects of their shrinking habitat in China, 4th and 5th graders were connected to an eagle researcher at the University of Montana in Bozeman to learn what was being done to protect golden eagles from electrocution on power lines, 6th graders studying ancient civilizations saw mummies of an Egyptian princess, a cat and a bird, then watch while the presenter "mummified" a dummy. Every one of those 120 kids can tell you just exactly how the brains were removed!

Each of those enrichment experiences was tied directly to the subject and the curriculum standards, and none of the trips would have been possible without the availability of the video technology that transported the students to those sites.

While you may be aware of the classes and enrichment activities that distance learning offers, there are countless other uses of the networks that you may not be aware of, again all made possible by the Telecommunications Access Program.

The Wisconsin Association of School Boards, WASB, has been holding meetings and briefings over the network. Math teachers from around the state have been meeting over the network to develop math curriculum. A member of the Bangor School Board going to school full time in Eau Claire joined the evening school board meetings via distance.

Superintendents were briefed on federal education legislation by the education specialist on Rep. Ron Kind's staff in Washington.

We've not calculated how much travel time and money was saved by those activities, but what value can you place on the 17-year old who doesn't have to drive to La Crosse for a tech college or university youth options class? The coulees and ridges here in God's Country are beautiful. They also make for treacherous driving, particularly in the winter. I'd rather have my son walk to his distance learning room for a class than have to drive to it.

While rural schools are most often cited as the greatest beneficiaries of distance learning, I'd like to point out that it's not always the small schools that benefit. One of WWLEARN's most successful courses is an AP Statistics class, taught out of DeSoto high school by an outstanding teacher there, to Onalaska High School, a school several times its size.

The video links and data lines supported by the Educational Telecommunications Access Program have had a significant and far-reaching effect on the schools of Wisconsin. The people who designed, built, and maintain the network, as well as we network directors and users, have been sought out by people all over the country and world to ask how we did it. Thanks to the vision of Wisconsin officials, we have a world-class network in BadgerNet, one that has yet to near its potential. I urge you, if you haven't already, to go into a high school in your district to see first-hand how the distance rooms are being used, and take advantage of this wonderful resource yourself to save time in your busy schedule.

Thank you again for the opportunity to address this issue. **Please continue to support diverse and enriched educational activities for the children of Wisconsin by continuing support of the Educational Telecommunications Access program at TEACH Wisconsin.**

Date: April 3, 2001

To: Joint Finance Committee Members

From: Mark Dyar,
CESA #4 Director of Special Education and Regional Service Network (RSN)

Home: 842 Cliffwood Lane
LaCrosse, WI 54601
608-787-6451

Work: CESA #4
923 East Garland St.
PO Box 157
West Salem, WI 54669
608-786-4842

Thank you for providing this opportunity for me and other citizens of the coulee region served by Cooperative Educational Service Agency #4 to testify here today. I am here as a representative of the Wisconsin Council of Administrators of Special Education, (WCASS), the School Administrators Alliance (SAA), and the Director of Special Education and the Regional Service Network (RSN) for Cooperative Educational Service Agency (CESA) #4.

Let me begin by saying that I have been an educator in Wisconsin for twenty-seven years. I consider each of those years "special" as I have had the privilege of working with parents, special education teachers, pupil services staff, general education teachers and administrators to provide the best education possible for all of Wisconsin's children.

I have five main points to share with you concerning the 2001-2003 budget:

1. Special education aid should be increased more than the \$25 million currently included in the budget. Funding of \$25 million will result in a continued lowering of the reimbursement rate to school districts. In real terms, this means that the needs of children with disabilities will be competing with needs of students in general education as school budgets tighten. It means that school districts will increase the ratios of students served by special education staff and reduce the effectiveness of instruction. While I also support SAGE, we must be consistent in recognizing the need for smaller class sizes and student to teacher ratios in special education as well as general education.
2. The current budget proposed by the Governor should be modified to define high cost children receiving special education to three times the state average (closer to \$30,000), than the five times the state average (approximately \$50,000), as currently in the budget. At the \$50,000 rate very, very few children will be included and those districts serving significant numbers of students in the \$30-\$40 range will receive no relief. In addition the reimbursement rate should be closer to 90% of the cost rather than 50% indicated in the budget. The current budget presented by the Governor would also take the reimbursement for high cost students out of the categorical aid appropriation, which without an increase over

- the \$25 million will simply be a redistribution of a reduced budget. Again, this approach pits some special education students and parents against others instead of providing real support for the costs of special education to school districts.
3. The Governor's budget also requires that \$10 million in the first year of the biennium, five percent in the second year, and ten percent thereafter should be reimbursed on a census based formula (85% based on the general student population, 15% on poverty). This disassociates the funding from the services and will have a negative effect on small districts, which are likely to see their reimbursements as a percentage go down. Many of the smaller districts in CESA #4 have declining enrollments in overall enrollment while having stable or slightly increasing numbers of students in special education. These districts would be particularly hurt by this formula.
 4. Related to #3, I also want to indicate my opinion that the current method for reimbursing special education costs by a percentage of the salary and fringe of certified special education staff is still one of the best methods established in any state and does not result in increased identification rates. To the contrary, this method helps assure that small school districts required to hire a special education teacher for 10 students receives the same reimbursement for that teacher as another district serving 15 students in the same program. Regardless of the size of the district, some programs must be available locally, and the current categorical aid provides a uniform base. Believe me, no district, Special Education Director or teacher is out to increase programs or pad budgets. We are out there trying to serve the needs of children and implement federal and state laws and mandates.
 5. Finally, I strongly oppose the current budget language that would, "Require the State Superintendent to distribute to school districts the maximum amount of federal aids allowed under federal law except those funds provided for administrative purposes from those federal aids for which the State Superintendent acts as the agent of receipt and disbursement," would take away the current discretionary authority of the department to withhold a portion of Federal IDEA grant funds for statewide projects and initiatives to CESAs. Historically, the Wisconsin Department of Public Instruction has awarded IDEA Discretionary grants to CESAs to support a number of state-wide initiatives such as the Wisconsin Assistive Technology Initiative, Functional Behavioral Assessment, the Paraprofessional Task Force, the State Mediation Project, etc. In addition, discretionary projects awarded to CESAs for the Regional Service Networks (RSNs) have been a critical element of the state's *Comprehensive System of Personnel Development* (CSPD) required by federal IDEA to assure an adequate and well-trained workforce of special educators. If the budget proposal to eliminate the DPI's authority to utilize a portion of federal funds to support statewide initiatives is passed, there will no longer be funding to support special education programs or staff currently available through CESAs for these purposes.

Attached is a chart of CESA #4 IDEA Project Service Statistics that identifies over 288 special education services (workshops, inservices, courses,

consultations, etc.) that were provided by CESA #4 staff funded primarily by IDEA discretionary grants awarded to CESA #4. Over a period from March 2000 through March 2001, these projects served a total of 13,961 teachers, parents, administrators and community agency representatives, averaging services to over 1,000 recipients each month. Also attached are charts depicting the percentage of funding of these projects by IDEA discretionary funds compared to local school district purchase of services. In the current fiscal year, IDEA discretionary funding from DPI constitutes 80% of these program budgets and districts contribute approximately 20%. For 2001-2002, the projected district share is reduced to only 11%. This decrease in districts' purchase of these services is occurring even though schools are currently anticipating a 17-20 percent increase in their current IDEA flow-through allocation during the coming year. The most reasonable explanation for this is that school districts are spending increasing amounts of federal funds to cover local costs for special education programs.

CESA #4 Special Education support services are critical in providing staff development, communication and support for local district special educators, general and special education teachers, pupil services personnel, paraprofessionals, and parents. These elements, like maintenance of school buildings, are often things that some people would put aside until next year or until better times are here. I believe that these services are instrumental in ongoing special education service delivery in Wisconsin. Wisconsin CESAs have repeatedly proven to be cost effective, efficient and successful in delivering services to local schools and serving as an intermediate between state policy development and local implementation. Without DPI discretionary funding to CESAs, individual schools will not be able to coordinate and plan a comprehensive system of personnel development to effectively implement state and federal laws.

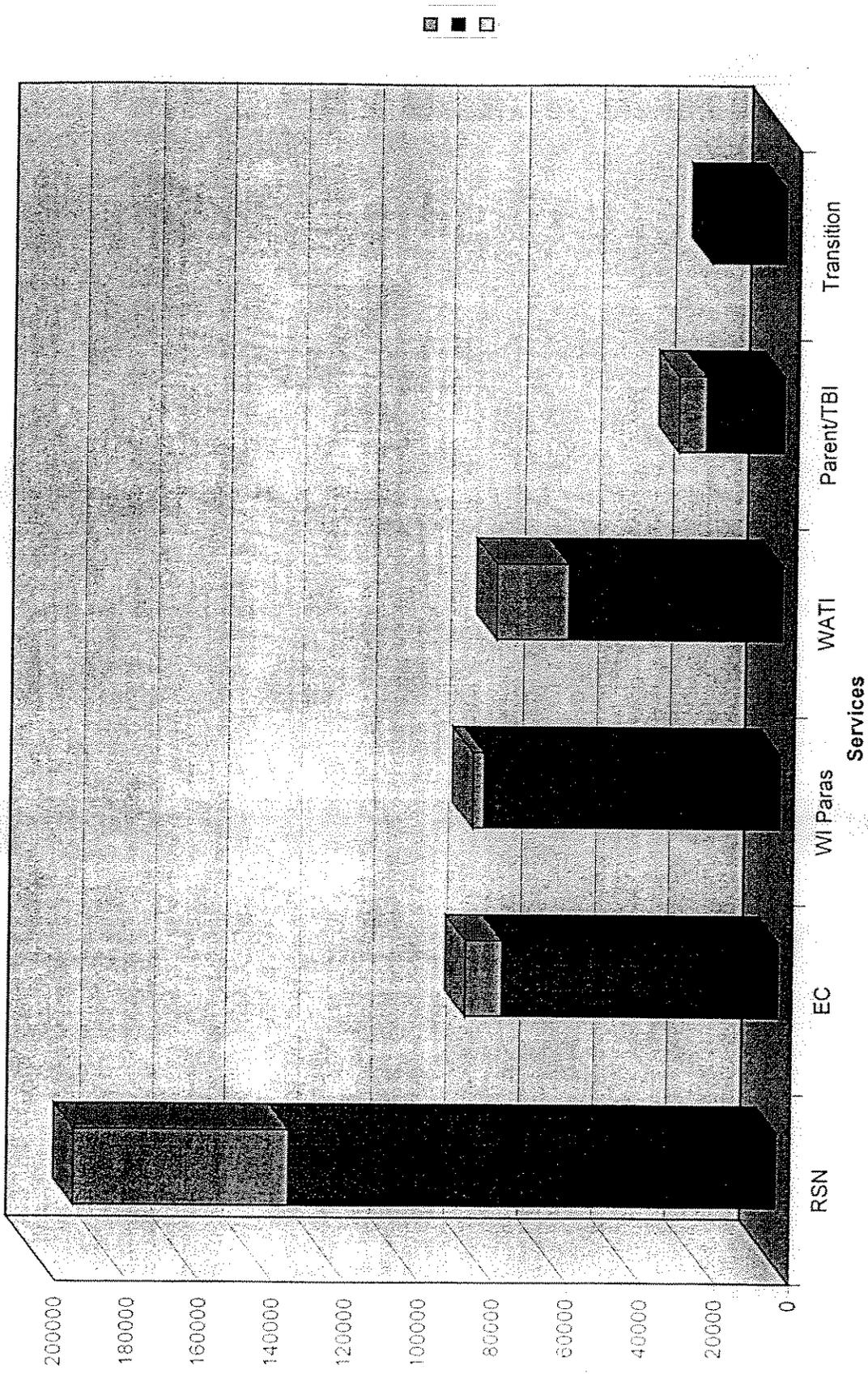
In conclusion, CESA Special Education services support local school districts in a variety of ways including direct service, consultation, and cooperative planning with school districts and county, state and private agencies to improve the quality of services available to students and families of children with special education needs. IDEA discretionary funds have been a major source of funding for these services that will not be available if the Department of Public Instruction loses discretionary authority over the allocation of federal funds.

Thank you for your consideration of my testimony. As legislators, I know that you realize the long-term consequences that the 2001-2003 budget will have for the education of children in school districts served by CESA #4.

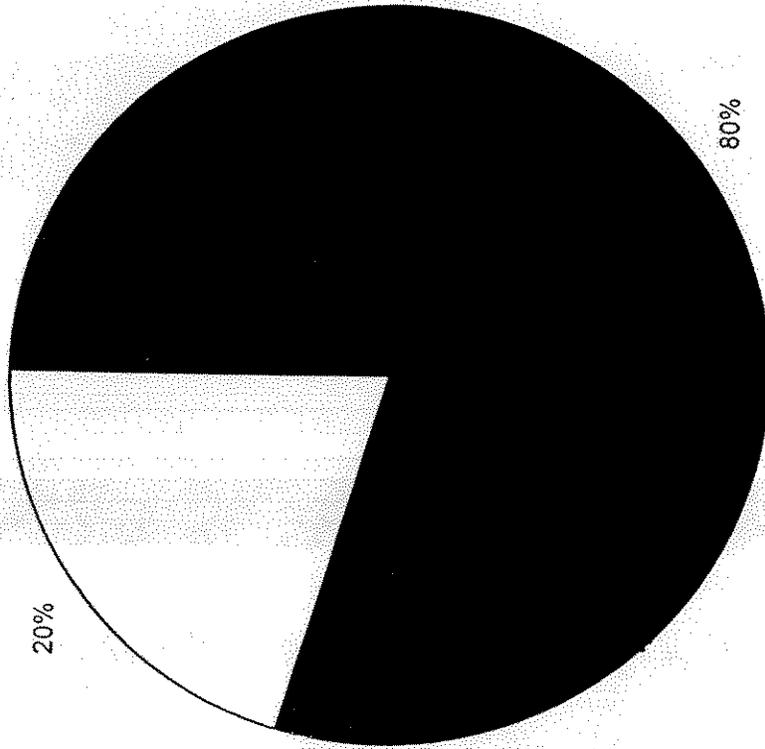
CESA #4 IDEA Projects Service Statistics**March 2000 - March 2001**

Project	Service Count	Recipients Served
Building Partnerships	47	1498
Early Childhood Support and Leadership	34	961
Paraprofessional	26	1643
Preschool Audiology	3	5
Regional Service Network	61	2174
Strengthening Professional Practices	32	553
Transition	21	539
Wisconsin Assistive Technology Initiative	48	1588
(New Ways - New Days Cable TV)	12	540,000 Households
(Paraprofessional Newsletter)	4	5000
Totals	288	13961

Special Education Funding Sources 2000-01

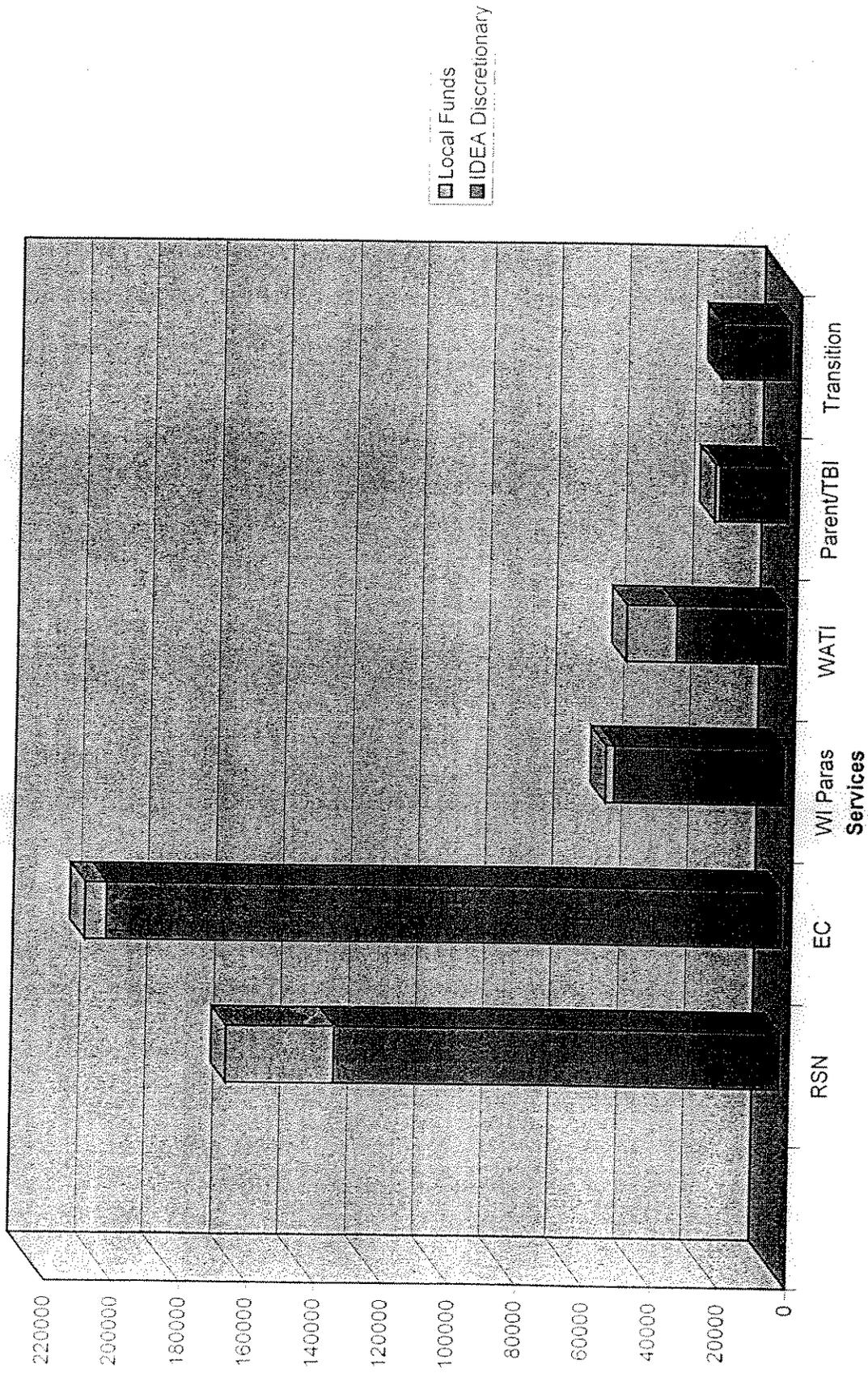


CESA #4 Special Education Project Funding 2000-01

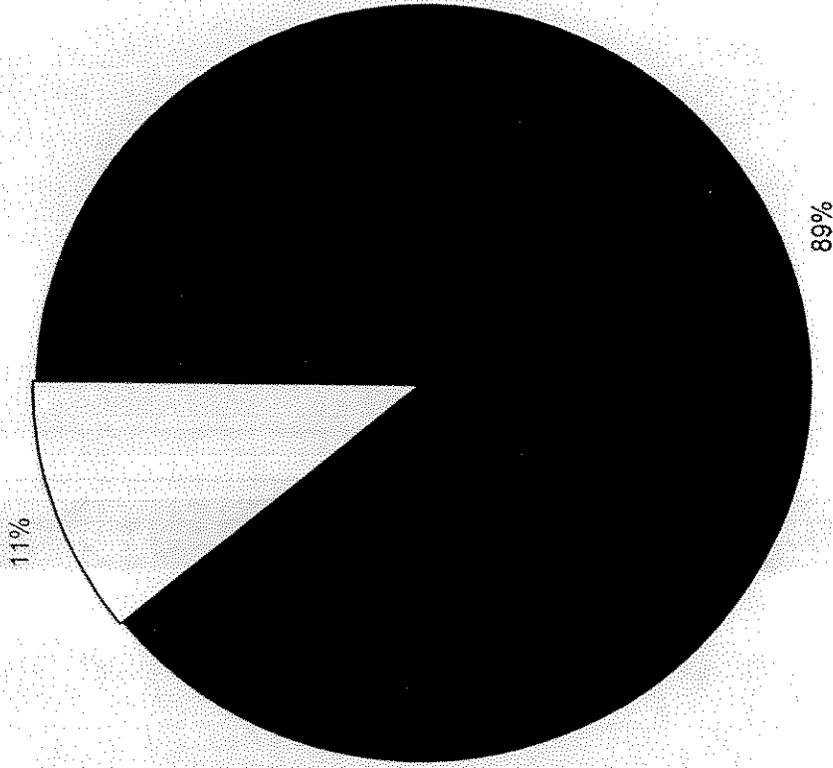


■ IDEA Discretionary □ Local Funds

Special Education Funding Sources 2001-02



CESA #4 Special Education Project Funding 2001-2002



■ IDEA Discretionary □ Local Funds

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

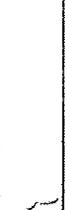
Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Mike Brown	<i>Mike Brown</i>	120 Walnut St	782-7045	Political Science Public Ad.
2) Stephen King Squires	<i>Stephen King Squires</i>	1525 Galena St		Political Science
3) Alexander Scott	<i>Alexander Scott</i>	920 Commerce		Political Science
4) Travis Thompson	<i>Travis Thompson</i>	1829 Franklin St	783-1926	Geography
5) Dan Shick	<i>Dan Shick</i>	222 S. 8th #1	782-6396	Pol. Sci.
6)				
7)				
8)				
9)				

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Joshua Walker		816 S 16th	785-0236	Marketing
2) McDonald, James		205 S 16th	784-7615	English
3) Joy Averill		367 Nth 11th	785-2274	C. Health Ed.
4) Yasufaru Furui		306 S 4th St	788-9741	Geography
5) Sharon Rice		Pass Pine St. #5	796-0429	Marketing
6) Danielle Johnson		80 N. 11th St #216A 1017 E. Cascade Ave. River Falls, WI	789-2039	Public Administration
7) Eric Dodge		551 S Spruce 205 River Falls	715-426-1705	Sociology
8) Adam Clasen		515 E. CASCADE #10 RIVER FALLS, WI	715-425-4431	Biology
9) STEPHEN PALMER		54622 River Falls, WI	715-426-3431	Journalism

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

<u>Print Name:</u>	<u>Signature:</u>	<u>Local Address:</u>	<u>Local Phone:</u>	<u>Major:</u>
1) Rose Leubetter		22 Cartwright	608 785 8884	Master's in College Studies development & Administration
2) Matt Zwassigken		1441 Pine St	746-2333	P.F. Teach, Strength & Intel. Train
3) Sears Sheld		128 N. 1st St	(608) 785-2174	Comm
4) Lori Schulte		1124 Pine St. #2	(608) 784-0921	TELECOMM.
5) Kara Erlandson		2919 S. Marian Rd.	787-8236	Elem. Ed.
6) Sarah Blomquist		128 N. Erickson Ct. Freedom, WI.	786-1756	Elem. Ed.
7) Heather Frank		Box 92	608-522-4702	Elem. Ed.
8) Amber Bender		1472A Hutch Hall	789-2542	Elem. Ed.
9) David Tassoul		1329 Van St	785-2056	Finance

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Jessica Kieker	<i>Jessica Kieker</i>	1402 Vine St. La Crosse, WI 54601	608-784-7916	Human Resources
2) Beth Elbert	<i>Beth Elbert</i>	1740 Hutch Hall	608-789-2540	Public Admin.
3) Bridget Meloy	<i>Bridget Meloy</i>	311 W. 14th St	608-775-1908	Political Science
4)				
5)				
6)				
7)				
8)				
9)				

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name: _____ **Signature:** _____ **Local Address:** _____ **Local Phone:** _____ **Major:** _____

1) Jessica Kaczmarek Jessica Kaczmarek 207 Jensen St. Holmen, WI 54601 919-777-7777 Political Science

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Josh Biall	<i>Josh Biall</i>	413A Drake Hall 138 S. 11 th St.	789-2357	Finance Public Admin
2) Corie Dolnik	<i>Corie Dolnik</i>		784-9574	Pol: - Sci
3)				
4)				
5)				
6)				
7)				
8)				
9)				

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Justin Ruegg		674651 CTH MM Coon Valley WI 54623	788-4446	Public Admin.
2)				
3)				
4)				
5)				
6)				
7)				
8)				
9)				

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name:	Signature:	Local Address:	Local Phone:	Major:
1) Stephanie Proedel	Stephanie Proedel	155 Main St	785-2688	Rec. Mgt.
2) Kristina	Kristina	25 N 11th #310	784-1790	Rec. Mgt.
3) Bert Jorg	Bert Jorg			Soc.
4) Ryan	Ryan	1309 State St	784-5826	CSDA
5) Emily Hellmuth	Emily Hellmuth	141 B Koster Hall, 118 N 14th St	787-2670	Unaccredited/ Anthropology
6) Matt Haining	Matt Haining	604 S. 15th St	796-9322	CSDA Grad
7) Joseph N. Ruskiewicz	Joseph N. Ruskiewicz	6280 41st #24	796-9335	CS/mall
8) JEFFREY WEN	Jeffrey Wen	1509 State #1	784-3107	Pol/PA
9) Kari Fredrick	Kari Fredrick	1328 State St	784-5556	Pol/Sci/PA

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

In support of the survival of public higher education...

We, as students of the University of Wisconsin La Crosse, and citizens of La Crosse, Wisconsin urge you, our elected representatives, to join us in supporting Wisconsin's strong tradition of exceptional higher education and access to all. We believe that this tradition of excellence within higher education will not survive given the current funding levels designated by Governor McCallum.

Please support us in making your commitment to education as well as the future of the state of Wisconsin by making higher education a number one budget priority this biennium*.

Print Name: **Signature:** **Local Address:** **Local Phone:** **Major:**

- 1) ~~Matt Stewart~~  2112 Sunset Ln 783-0551 hist/sec.
- 2)  James Lapotka 923 So. 16th St 784-3974 Hist/edu
- 3) KATIE SIENS  1300 PINE ST. 780-0429 MARKETING
- 4) Kayn Sobczak  325 N. 11th St. 784-3934 Theatre
- 5) Frank Spruige  296A Youngdale Ave. — Philosophy/Physics
Apch 4
- 6) Bob Ward  1147 Main 796-9881 Sociology/pol.sci
Joseph R. Amundson
- 7)  916 S. 15th St. 784-5081 Education
Joseph R. Amundson
- 8) Joe Warthwood  1307 Jackson St #32 784-9112 Bus. Admin
- 9) Jami Zickert  1602 Pine 784-2888 History

For specific information, refer to the resolution passed by the UW-L Student Association on March 28, 2001

Honorable members of the Joint Finance Committee:

My name is Lee Bush, and I am District Administrator for the School District of La Farge, about 45 miles south east of here in the Kickapoo Valley. I am asking your support of the Department of Administration's budget proposal relative to financing the educational costs of children residing in Foster Group Homes which are not exempt from property taxation. The proposal would allow our district to apply for tuition reimbursement for costs associated with disabled FGH students' education. These costs far exceed the aid for which we are currently eligible. This situation has existed for two decades in our district, and has created an unfair burden on local taxpayers. Currently, nineteen of our membership of 315 are residing in Foster Group Homes, 6%, and fifteen are children with disabilities. The average cost for the eight students who are Cognitively Disable Severe is \$15,000-\$22,000, depending on their unique needs, including Autism and Hearing Impaired. Other students are served in the Emotionally Disturbed or Learning Disabilities programs, all of which have instructional paraeducators employed for assistance.

A thorough study of the issue was done for the legislature in 1993, and the following findings are taken from that report:

- Existing funding mechanisms do not fairly and adequately compensate school districts for the costs of these children
- Since foster children are often placed across school district boundaries and are not equally distributed, some districts share a disproportionate amount of the financial burden to educate them
- The greater the number of high-cost, special education students that are placed in a single district, the greater the portion of cost per student that must be paid by the local property tax
- A minority of districts serve a majority of these students, and large numbers of them are found among smaller and poorer districts.

It is my sincere wish that this current proposal remain in the budget. Then the community of La Farge, which has opened its arms for so many years to these special needs students, would be given the assistance it needs to continue the high level of service to them.

Thank you for your time and concern.

Current Law Provision

121.79 Tuition payments by state. (1) The state shall pay tuition from the appropriation under s. 20.255 (2) (cg) for pupils attending public schools in the following cases:

- (a) For pupils in children's homes.
- (b) For pupils whose parents or guardians are employed at and reside on the grounds of a state or federal military camp, federal veteran hospital or state charitable or penal institution.
- (d) For pupils in foster homes, treatment foster homes or group homes, if:
 - 1. The foster, treatment foster or group home is located out-side the school district in which the pupil's parent or guardian resides; and
 - 2. The foster, treatment foster or group home is exempted under s. 70.11.

(2) When transportation is provided for pupils under this section, state aid shall be paid in accordance with subch. IV.

History: 1971 c. 125 ss. 459, 460, 522 (1); 1973 c. 89, 90, 336; 1975 c. 39, 199; 1977 c. 29; 1979 c. 34 s. 2102 (43) (a); 1979 c. 60, 221; 1983 a. 27 ss. 1486m, 2202 (42); 1985 a. 29; 1993 a. 446.

Changes Included in Governor's Budget (AB 144 / SB 55)

SECTION 2780. 121.79 (1) (d) (intro.) of the statutes is amended to read:
121.79 (1) (d) (intro.) For pupils in foster homes, treatment foster homes, or group homes, if the foster home, treatment foster home, or group home is located outside the school district in which the pupil's parent or guardian resides and either of the following applies:

SECTION 2781. 121.79 (1) (d) 1. of the statutes is repealed.

SECTION 2782. 121.79 (1) (d) 3. of the statutes is created to read:
121.79 (1) (d) 3. The pupil is a child with a disability, as defined in s. 115.76 (5), and at least 4% of the pupils enrolled in the school district reside in foster homes, treatment foster homes, or group homes that are not exempt under s. 70.11.
Notwithstanding s. 121.83 (1) (d), the annual tuition rate for pupils under this subdivision is the special annual tuition rate only, as described in s. 121.83 (1) (c).

SECTION 9340 (2) Initial applicability; public instruction.

(1) TUITION PAYMENT BY STATE. The treatment of section 121.79 (1) (d) (intro.), 1., and 3. of the statutes first applies to the payment of tuition in the 2002-03 school year.

My name is Monica Kruse. I live at N5434 Circle Drive in the town of Onalaska. I'm a Learning Disabilities and Emotional Disturbance specialist in the Onalaska School District. I teach at Northern Hills Elementary School.

Today you will hear from a number of concerned citizens. Many of us appear before you in an effort to safeguard the quality of education in Wisconsin, which we feel is threatened by Governor McCallum's budget, and to ensure that every child in Wisconsin continues to have access to a great school. We are here to warn you that Wisconsin schools are at great risk, and because we feel that it's imperative that we speak out and let you know what years of living under unrealistic revenue caps and unfunded programs have done to our schools. I particularly want to urge you to make sure that the state lives up to its commitment to fund at least 60% of special education costs and to resist the governor's efforts to include changes in special education administration laws and any other non-fiscal policy items in the state budget.

Governor McCallum's budget provides no additional funds for categorical aids and freezes in place a shameful 35% level of reimbursement of special education costs at a time when programs across the state are in crisis and bursting at the seams. Thanks to years of underfunding during the Thompson years, our state's special education system, which was once a model for other states, has today become a multi-categorical dumping ground where special education children are increasingly warehoused rather than educated according to their needs. Governor McCallum's budget does nothing to reassure educators, parents and special needs students that relief is in sight. On the contrary, it perpetuates the state of siege that we are under and adds to the hopelessness and low morale.

I have been a special education teacher for 20 years. My school district is considered a fairly affluent one and has only recently begun to feel the real impact of revenue caps. But over the years I have seen profound changes in the way special services are delivered. Our classrooms have been converted from categorical programs such as learning disabilities or emotionally disturbed to multi-categorical programs. Today, an LD student with Attention Deficit Hyperactivity Disorder, whose specific learning needs demand a quiet, highly structured learning environment, free from distractions, is educated in the same room with a highly volatile, oppositional defiant emotionally disturbed student who requires frequent physical restraint. Why are we engaging in practices that are clearly inappropriate and counterproductive? Because we can crowd many students into a multicategorical classroom and reduce the number of teachers needed to educate them. For many years, the average number of students in a special needs classroom in Onalaska was about 7 or 8. The 3 elementary multicategorical classrooms in my district today house 16, 19, and 21 students with numerous referrals waiting to be processed. The numbers are even higher at the middle school level.

In closing, I would urge you to do what is right and good to provide all of Wisconsin's children with great schools. Recent episodes of school violence underscore the need to provide effective early intervention to troubled students before a pattern of

maladaptive behavior becomes a deeply ingrained way of life. Tight budgets have made a mockery of special education as a proactive, preventative intervention service and have turned special education classrooms into dumping grounds for every kind of educational need and psychological pathology. While the cost of providing effective intervention in programs tailored to students' needs is high, it doesn't begin to compare to the astronomical lifelong costs associated with ignoring those needs such as institutionalization, incarceration, law enforcement, crime and abuse. Please don't leave a legacy of these problems for the next generation to solve.

a request for a waiver under this subdivision, the denial may not be appealed under this chapter.

(d) *Four-year limitation on consideration of creation of a school district.* 1. Except as provided in subd. 2., no petition may be filed or resolution adopted for the creation of a new school district under s. 117.105 (1) (a) or (b) before the 5th July 1 following the filing of a petition under s. 117.105 (1) (a) or the adoption of a resolution under s. 117.105 (1) (b) for any reorganization that includes any of the same territory.

2. The limitation under subd. 1. does not apply if the school board of each affected school district adopts a resolution waiving the limitation. If a school board denies a request for a waiver under this subdivision, the denial may not be appealed under this chapter.

(5) **ALL TERRITORY IN SCHOOL DISTRICT; CONTIGUOUS UNION HIGH SCHOOL DISTRICT TERRITORY.** (a) *Territory in district.* All territory within this state shall be included in a school district operating elementary school grades and a school district operating high school grades or in a school district operating both elementary and high school grades. No territory may be detached from a school district unless by the same order it is attached to another school district or included in a new school district created by the order. No territory may be detached from a school district that operates high school grades unless by the same order it is attached to or included in another school district that operates high school grades.

(b) *Contiguous union high school district territory.* No territory may be detached from a union high school district so as to make parts of the school district noncontiguous.

(7) **VALIDATION OF SCHOOL DISTRICTS.** No appeal or other action attacking the legality of the formation of a school district, either directly or indirectly, may be taken after the period provided under s. 893.74. This subsection shall be liberally construed to effect the legislative purpose to validate and make certain the legal existence of all school districts in this state, however created or reorganized, and to bar every right to question the existence of a school district in any manner and to bar every remedy relating to the formation of a school district notwithstanding any defects or irregularities, jurisdictional or otherwise, in any action or proceeding commenced after the expiration of the period provided in under s. 893.74.

(8) **INFORMATION ON REORGANIZATION PROCEDURES.** The department shall prepare a written description of the procedures for school district reorganizations under ss. 117.08 to 117.132 and distribute copies to school district clerks. A school district clerk shall give a copy of the description to any person, upon request, and to any person filing a petition with the clerk under s. 117.08 (3) (a) 2., 117.09 (3) (a) 2., 117.105 (1) (a), 117.11 (2) or (4) (a) 2. or 117.12 (2), at the time the petition is filed.

(9) **BOARD AND APPEAL PANEL FEES.** (a) The state superintendent may charge the following persons a fee sufficient to reimburse the department for the costs of the board under ss. 117.10, 117.105, 117.132 and 117.35:

1. The school boards of the affected school districts under s. 117.105 if they fail to reach agreement under s. 117.105 (1m) (b).

2. A person who files a petition requesting review by the board under s. 117.105 (2m).

3. A school board that adopts a resolution to dissolve the school district under s. 117.10 (2).

4. A school board that requests review by the board under s. 117.132 (4) (a) 1.

5. A person who files a petition requesting review by the

board under s. 117.132 (4) (a) 2.

6. A school board requesting resolution of a boundary dispute under s. 117.35 (2).

(b) The clerk of the school district ordering the dissolution or requesting review shall pay the fee under par. (a) 3. or 4. to the state superintendent. The clerk of each affected school district shall pay the fee under par. (a) 1. to the state superintendent. The state superintendent shall allocate the fee under par. (a) 1. among the school districts from which territory is being detached to create a new school district if there is more than one such school district. The secretary of the board shall forward the fees perinten-

son filing
(3) a fee
sts of the
he secre-
d it to the
may not
under s.
graph any
17.12 (5).
ISE. The
th school
d reorga-
n, one or
, consoli-
ndations
cts.

Acts 18, 32

117.08 Consolidation of school districts. (1) **INITIATION OF PROCEDURES.** The school boards of 2 or more school districts may adopt resolutions stating that they will consider consolidating their school districts. The school district clerk of each school board adopting a resolution under this subsection shall send a certified copy of the resolution to the school boards of each of the other affected school districts and to the secretary of the board.

(2) **SCHOOL BOARD ACTION.** In the first July beginning after the adoption of resolutions by 2 or more school boards under sub. (1), the school boards of the affected school districts may order the school districts consolidated by the adoption, by each of those school boards, of a resolution ordering the consolidation. Failure of a school board to adopt a resolution either ordering or denying the consolidation before August 1 constitutes a denial of the consolidation by that school board. The school district clerk of each school board adopting a resolution under this subsection, either ordering or denying a consolidation, shall, within 5 days after the adoption of the resolution, send a certified copy of the resolution to the school boards of each of the other affected school districts and file a certified copy of the resolution as provided under s. 117.17 (2). If the school board of each affected school district adopts a resolution ordering the consolidation, the consolidation shall take effect on the following July 1, unless a referendum under sub. (3) is required.

(3) **REFERENDUM.** (a) If the school board of each affected school district adopts a resolution ordering a consolidation under sub. (2), a referendum on the consolidation shall be held under par. (b) if one of the following occurs:

1. At the time of adopting the resolution under sub. (2), the school board of any affected school district directs the holding of a referendum.

2. Before the 2nd Tuesday of September following the

adoption of the resolutions under sub. (2), a petition conforming to the requirements of s. 8.40 requesting a referendum, signed by at least 10% of the electors who reside in any affected school district, is filed with the clerk of the school district that has the highest equalized valuation of the affected school districts. The validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

(b) If a referendum is directed or a petition requesting a referendum is filed with the clerk of the school district that has the highest equalized valuation of the affected school districts, the validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

(4) If a referendum is directed or a petition requesting a referendum is filed with the clerk of the school district that has the highest equalized valuation of the affected school districts, the validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

Section note:
Act 114 first
section on Ja

117.09 Consolidation of union high and elementary school districts. (1) INITIATION OF PROCEDURES.

The school board of a union high school district and the school boards of any of the school districts operating only elementary grades whose territory is included in the union high school district may adopt resolutions stating that they will consider consolidating the union high school district and all of the elementary school districts whose territory is included in the union high school district to create a common or unified school district operating both elementary and high school grades. The school district clerk of each school board adopting a resolution under this subsection shall send a certified copy of the resolution to the school boards of each of the other affected school districts and to the secretary of the board.

(2) SCHOOL BOARD ACTION. (a) In the first July beginning after the adoption of resolutions under sub. (1), the school board of the union high school district and the school boards of one or more of the elementary school districts that adopted resolutions under sub. (1) and that have, in their combined territory, at least 55% of the equalized valuation of the union high school district, may order the union high school district and all of the elementary school districts whose territory is included in the union high school district consolidated to create a common or unified school district operating both elementary and high school grades by the adoption of a resolution ordering the consolidation by each school board.

(b) Failure of a school board to adopt a resolution under par. (a) before August 1, either ordering or denying the consolidation, constitutes a denial of the consolidation by that school board. The school district clerk of each school board that adopts a resolution ordering or denying a consolidation under par. (a) shall, within 5 days after the adoption of the resolution, send a certified copy of the resolution to the school boards of the other affected school districts and file a certified copy of the resolution as provided under s. 117.17 (2). If a consolidation is ordered

under par. (a), the consolidation shall take effect on the following July 1, unless a referendum is required under sub. (3).

(3) REFERENDUM. (a) If a consolidation is ordered under sub. (2) (a), a referendum on the consolidation shall be held under par. (b) if one of the following occurs:

1. Before the 2nd Tuesday of September following the adoption of the resolution ordering consolidation under sub. (2) (a), the school board of any affected school district directs the holding of a referendum.

2. Before the 2nd Tuesday of September following the adoption of the resolutions under sub. (2) (a), a petition conforming to the requirements of s. 8.40 requesting a referendum, signed by at least 10% of the electors who reside in any affected school district, is filed with the clerk of the union high school district. The validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

(b) If a referendum is directed or a petition requesting a referendum is filed under par. (a), the school district clerk of the school board adopting the resolution or the school district clerk receiving the petition shall immediately notify the school boards of each of the other affected school districts, the secretary of the board and the clerk of each city, village or town, any part of which is contained within an affected school district. The referendum shall be held in the union high school district as provided under s. 117.20. Votes shall be counted separately for the union high school district and each affected elementary school district.

(4) REFERENDUM RESULTS. If a majority of the votes cast in the union high school district and in a majority of the affected elementary school districts is in favor of consolidation, the union high school district and all of the affected elementary school districts shall be consolidated on the following July 1. At the time of canvassing the returns, the school boards of the affected school districts shall make and file an order of school district reorganization under s. 117.17 (2).

(5) ELEMENTARY SCHOOL DISTRICT IN MORE THAN ONE UNION HIGH SCHOOL DISTRICT. (a) If a school district that operates only elementary grades has territory in more than one union high school district, it may consolidate under this section only with the union high school district in which more than 50% of its territory, as measured by equalized valuation, is located. Only the territory of the elementary school district that is located in that union high school district shall be included in the newly created common or unified school district operating both elementary and high school grades.

(b) The remaining territory of the elementary school district shall be attached, by the reorganization order issued under sub. (2) or (4), to a school district that operates only elementary grades and has territory located in the union high school district attended by the high school pupils who reside in the territory being attached.

(c) Upon the request of the school board of any affected school district, or the school board of any other school district operating only elementary grades that has territory in the union high school district identified under par. (b), the board shall determine to which elementary school district territory shall be attached under par. (b). The board shall issue an order that either affirms the attachment of the territory as specified in the order under sub. (2) or (4) or modifies the order under sub. (2) or (4) by attaching all or part of the territory to one or more other school districts identified under par. (b).

(d) Upon the request of the school board of any affected

tern. and shall issue an order of apportionment.

Section note: 1989 Acts 114, 192; 1999 Act 150 s. 672; 1989 Act 114 s. 22(1) provides that Act 114 first applies to reorganizations initiated by resolutions adopted under this section on January 1, 1990.

117.10 Dissolution of a school district. (1) **INITIATION OF PROCEDURES.** A school board may adopt a resolution stating that it will consider dissolving the school district. The school district clerk of a school board adopting a resolution under this subsection shall send a certified copy of the resolution to the secretary of the board.

(2) **SCHOOL BOARD ACTION.** In the first July beginning after the adoption of a resolution under sub. (1), the school board may order the school district dissolved by adopting a resolution ordering the dissolution. Failure of a school board to adopt a resolution either ordering or denying the dissolution before August 1 constitutes a denial of the dissolution by the school board. The school district clerk of a school board adopting a resolution under this subsection, either ordering or denying a dissolution, shall file a certified copy of the resolution as provided under s. 117.17 (2). A school board order under this subsection is not effective unless affirmed by the board under sub. (4).

(3) **ADVISORY REFERENDUM.** (a) If the school board adopts a resolution under sub. (2) ordering a dissolution, an advisory referendum on the dissolution shall be held under this subsection if one of the following occurs:

1. At the time of adopting the resolution under sub. (2), the school board directs the holding of an advisory referendum on the dissolution.

2. Before the 2nd Tuesday of September following the adoption of the resolution under sub. (2), a petition conforming to the requirements of s. 8.40 requesting an advisory referendum, signed by at least 10 of the electors who reside in the affected school district, is filed with the school district clerk. The validity of the petition shall be governed by the rules promulgated under s. 8.40 (3).

(b) If an advisory referendum is directed or a petition requesting an advisory referendum is filed under par. (a), the school district clerk shall immediately notify the secretary of the board and the clerk of each city, village or town, any part of which is contained within the school district. The advisory referendum shall be held in the school district as provided under s. 117.20.

(4) **BOARD REVIEW.** After the 2nd Tuesday of September following the adoption of the resolution under sub. (2), if no advisory referendum is required, or after the advisory referendum, if one is held, the board shall review the dissolution and, before the following January 15, issue an order either affirming or denying the school board's dissolution order. The order shall be in writing, shall include a statement of the reasons for the order and shall be filed as provided under s. 117.17 (2). If the board affirms the school board's dissolution order, the board shall also issue an order assigning the school district's assets and liabilities under s. 66.0235 (2c) (a) 1., and the school district's territory, to one or more other school districts, and providing for the employees of the dissolved school district under s. 117.25 (3). If the board affirms the school board's dissolution order, the school district shall be dissolved on the following July 1.

proposed apportionment 66.0235 (2c) (a) the consolidation district to which par. (b) or (c), modifying that

(5) **EFFECT OF NEW BUILDING CONSTRUCTION.** A school district may not be dissolved under this section if it has constructed a new school building within the 3 years immediately preceding the adoption of a resolution under sub. (2) and, on the date the resolution is adopted, the school district has outstanding debt for the building. This subsection does not apply if the school district to which the building is assigned under sub. (4) agrees to accept both the school building and the outstanding debt for the school building or, prior to the effective date of the dissolution, the building is sold and the debt is paid.

Section note: 1989 Acts 114, 192, 287; 1999 Act 150 s. 672; 1989 Act 114 s. 22(1) provides that Act 114 first applies to reorganization initiated by resolutions adopted under this section on January 1, 1990; 1989 Act 287 s. 19 (2) provides that reference to s. 117.25 (3) added to sub. (4) first applies to resolutions adopted under this section on January 1, 1990.

117.105 Creation of a school district. (1) **INITIATION OF PROCEDURES.** Procedures to create a school district from the territory of one or more existing school districts may be initiated by any of the following methods:

(a) Before July 1 of any year, a written petition requesting the creation of a school district may be filed with the clerk of the school district that has the highest equalized valuation of the affected school districts. The petition shall be signed by at least 20% of the total number of electors residing in the affected school districts and by at least 5% of the number of electors residing in each affected school district. The school district clerk with whom the petition is filed shall immediately send a certified notice of the petition to the school board of each affected school district and to the secretary of the board. The petition shall include the approximate boundaries of the proposed school district.

(b) Before July 1 of any year, the school board of each school district from which territory will be detached to create the proposed school district may adopt a resolution stating that the school board will consider the creation of the school district. The resolution shall include the approximate boundaries of the proposed school district. The school district clerk of each school board adopting a resolution under this paragraph shall send a certified copy of the resolution to the school boards of each of the other affected school districts and to the secretary of the board.

(1m) **HEARING; BOUNDARIES; ASSETS AND LIABILITIES.** (a) Upon receipt of a petition or notice under sub. (1) (a), or upon the adoption of a resolution and the receipt of copies of resolutions adopted by the school board of each of the other affected school districts under sub. (1) (b), the school board shall hold a public hearing on the proposed reorganization.

(b) Before the October 15 following the receipt of a petition or notice under sub. (1) (a) or the adoption of resolutions under sub. (1) (b), the school boards of the affected school districts may, by the adoption of resolutions by the school boards of a majority of the affected school districts, agree on the precise boundaries of the proposed school district and the apportionment of the assets and liabilities between the affected school districts and the proposed school district according to the criteria under s. 66.03 (2c). The school boards may establish an alternative method to govern the assignment of assets and liabilities as provided in s. 66.03 (2c) (b). In determining the precise boundaries, the school boards may not detach territory from any additional school districts. The clerk of the school district that has the highest equalized valuation of the affected school districts shall notify the board of their agreement or their failure to reach agreement.

under par. (a) only if additional aid does not result in a state aid payment greater than the school district's shared cost.

(3) In the school year in which a school district consolidation takes effect under s. 117.08 or 117.09 and in each of the subsequent 4 school years, the consolidated school district's state aid shall be an amount that is not less than the aggregate state aid received by the consolidating school districts in the school year prior to the school year in which the consolidation takes effect. The additional state aid shall be paid from the appropriations under s. 20.255 (2) (ac) and (q).

Section note: 1985 Acts 29, 261; 1987 Act 27; 1989 Acts 31, 114, 336; 1991 Acts 39, 269; 1993 Acts 18, 437; 1997 Acts 27, 113; 1999 Act 9

121.135
education
115.77(4)
are children
provided
board, the
ment of
20.255(2)
ties educ
(2), excep

(2) (a) m

1. "Additional general aid" means the amount determined by calculating the percentage of a school district's shared costs that would be paid under s. 121.08 if its membership included each pupil who is a resident of the school district and solely enrolled in a special education program provided by a county children with disabilities education board and the school district's shared costs were increased by the costs of the county children with disabilities education board program for all pupils participating in the county children with disabilities education board program who are residents of the school district, and multiplying the costs of the county children with disabilities education board program by that percentage.

2. "Costs of the county children with disabilities education board program" means the gross cost of the county children with disabilities education board program minus all nonduplicative revenues and other financing sources except property taxes and state aid paid under this section in the previous school year.

(c) The state superintendent shall pay the additional general aid to the county children with disabilities education board.

(3) This section does not apply beginning on the effective date of a resolution adopted under s. 115.817 (9) (c), except that in the school year beginning July 1 of the year prior to the effective date of the resolution, the state superintendent shall certify to the department of administration from the appropriation under s. 20.255 (2) (bh) in favor of the county children with disabilities education board an amount equal to one-half the amount specified under sub. (2) for each pupil enrolled.

Section note: Ch. 34 s. 2102 (43) (a), Chs. 176, Laws of 1979; Ch. 20, Laws of 1981; 1983 Act 27; 1983 Act 27 s. 2202 (42); 1987 Act 27; 1989 Act 336, 359; 1989 Act 336 s. 3202 (44) (dc); 1991 Act 39; 1993 Act 18; 1997 Acts 27, 113, 164; 1997 Act 27 s. 9140 (6m) provides additional aid for county handicapped children's education boards in the 1997-98 fiscal year.

121.14 State aid for summer classes. (1) State aid shall be paid to each district or county children with disabilities education board only for those academic summer classes or laboratory periods for necessary academic purposes, as defined by the state superintendent by rule. Recreational

programs and team sports shall not be eligible for aid under this section, and pupils participating in such programs shall not be counted as pupils enrolled under s. 121.004 (5) nor shall costs associated with such programs be included in shared costs under s. 121.07 (6).

(2) (a) State aid for summer classes shall be incorporated into the state aid paid for regular classes under this subchapter.

(b) Annually on or before October 1, the school district clerk or chairperson of the county children with disabilities education board shall file with the department a report stating the summer average daily membership equivalent.

(3) References to county children with disabilities education boards under subs. (1) and (2) (b) do not apply beginning on the effective date of a resolution adopted under s. 115.817 (9) (c).

Section note: 1983 Acts 27, 189 s. 329 (17m); 1997 Acts 27, 164, 240

121.15 Payment of state aid. (1) Except as provided under sub. (1g), state aid under s. 121.08 shall be paid to school districts according to the following distribution:

(a) Each school district shall receive 15% of its total aid entitlement in September, 25% of its total aid entitlement in December, 25% of its total aid entitlement in March, and 35% of its total aid entitlement in June.

(b) For the September payment, the total aid entitlement for each district shall be estimated based upon the total aid payment in the previous year.

(c) For the payments from December to June, the total aid entitlement for each district shall be computed on the basis of the budget and membership report under s. 121.05.

(e) Payments under this subsection shall be made on the first Monday of the month for the December payment, on the 3rd Monday of the month for the September and June payments and on the 4th Monday of the month for the March payment.

(1g) (a) If a school board submits a written request to the department before May 1, in the following school year the department shall pay to that school district an amount equal to 10% of the school district's total aid entitlement under s. 121.08 in each month from September to June.

(b) For the September and October payments, the total aid entitlement shall be estimated based upon the total aid payment in the previous year.

(c) For the payments from November to June, the total aid entitlement shall be computed on the basis of the budget and membership report under s. 121.05.

(d) Payments under this subsection shall be made on the 3rd Monday of the month, except that payment shall be made on the first Monday of the month for the December payment and on the 4th Monday of the month for the March payment.

(e) If a school board chooses the distribution schedule under this subsection, it shall pay to the department of public instruction an amount equal to the earnings that the school district's aid entitlement would have accrued had the school district's aid been distributed under sub. (1), as determined by the department of administration.

(1m) (a) Notwithstanding subs. (1) and (1g), a portion of state aid to school districts shall be distributed as follows:

1. An amount equal to \$75,000,000 shall be paid to school districts on the 4th Monday in July, 1998, from the appropriation under s. 20.255 (2) (ac).

2. The amount appropriated in the 1998-99 fiscal year under s. 20.255 (2) (q) shall be paid to school districts on

House Research Issues & Information: K-12 Education

School District Consolidations

From 1990 to 2000, Minnesota experienced a 20 percent reduction in its number of school districts. The state now has 83 fewer school districts. Minnesota law has never mandated the consolidation of fully operating school districts. Districts are only required to merge if they do not meet the state's standards for an operating school district. State law and funding has provided incentives for some school districts to consolidate.

District consolidations listed by:

435 ↓

- year
- district number
- district name

345

History of Consolidation

In 1963, the Minnesota Legislature required the territorial merger of nonoperating school districts—districts that had no educational facilities and transported students to another district—with districts that operated a school. In 1967, the legislature determined that a school district should have both an elementary and a secondary program. Districts that did not operate a secondary school were given until 1971 to merge with a district that provided K-12 education. During the 1970-71 school year, all but three of the 446 school districts had a full elementary and secondary program.

By the end of the 1970s, some school districts, faced with declining enrollments and decreasing financial support, looked for ways to increase educational opportunities for students, increase efficiency, and yet preserve the local school district. Beginning in 1977, the legislature responded by giving specific districts the authority for a paired arrangement to provide educational services. Within two years, the legislature extended the pairing authority to all districts. Since 1979, the legislature has authorized and funded programs to encourage inter-district cooperation and consolidation of districts. [Time line of laws regulating school district organization.]

The tables below list consolidated school districts and are linked to tables and maps for each district. That information includes:

- **member district information** including selected pre-consolidation enrollment and financial information for the 1989-90 school year;
- **consolidated school district information** for the 1997-98 school year that is comparable to the member district information for the 1989-90 school year
- **regional information** on enrollment and school finances for the 1989-90 school year and the 1997-98 school year for the region containing the consolidated district; and
- **demographic information** on the individual and the consolidated school districts from the 1990 census of population.

Definition of data in the consolidation tables.

School District Consolidations, Listed by Year, 1990-1999

Effective July 1	District		Consolidated District	
	Number	Name	Number	Name